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ABSTRACT

The nineteen project descriptions in this report were supplied by Elementary and Secondary Education Act Title II coordinators and reading and media specialists in the Bureau of Indian Affairs and the state departments of education of Arizona, Illinois, Kansas, Maryland, Michigan, New Hampshire, New Jersey, New York, and Ohio. They range from a program for two rural, financially and culturally deprived elementary schools in New Hampshire, which provides children with experiences in the best children's literature, to an independent study program in American History at a junior high school in Michigan. Each project description includes the title, objective, project description, number of pupils served, amount and type of Title II grant, evaluation, and information on whom to write for further information. Some of the projects also indicate further federal program assistance. (WR)

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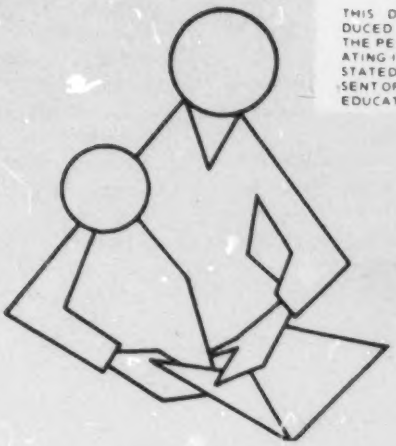

ESEA TITLE II and The Right To Read

NOTABLE READING PROJECTS
January-March 1973
No. 12-13

EVALUATION OF TITLE II PROJECTS YIELDS INTERESTING RESULTS

All projects which have been described in the series of reports on ESEA title II reading activities have included evaluation components. The evaluative techniques used have ranged from simple pupil-teacher-parent questionnaires and attitude and reading interest surveys to the use of more sophisticated reading analysis and evaluative instruments developed by specialists from colleges and universities and consulting firms. Evaluation efforts have frequently included pretesting and posttesting to measure growth in self-concept; reading, language arts, and study skills; subjective assessments of social and academic growth; observation of pupil attitudes and reaction to learning environment; charting of daily use of media and media centers; and maintenance of records of teacher and pupil requests for media services.

Staff involved in a number of projects which were described in earlier issues of this publication have now completed evaluative reports which yield some useful information on project outcomes. For example, the director of a project designed to improve reading skill and increase use of media in the instructional program of Oak Grove Elementary School, Pulaski County, Little Rock, Arkansas, reported markedly increased motivation of pupils and teachers to use all types of media. An attitude survey found that pupils, teachers, and parents thoroughly endorsed the physical and social environment of the media center. A parent commented: "I believe that we have the most efficiently run and best equipped library in the State. I also believe that the children learn a great deal from being allowed to use the library equipment and materials so freely."

The free reading projects installed in so many schools in Maryland are highly recommended by the teachers, media specialists, and pupils involved in them. In these projects, all school activities stop for a daily reading period and everyone—teachers, pupils, administrators—reads. Teachers report that many pupils have discovered the joys of reading and are reading for pleasure for the first time. Pupil reaction has been to ask for more reading time, more opportunity to discuss books, and fresh supplies of contemporary books and magazines.

In another project with somewhat more rigorous evaluative techniques, seventeen seventh grade pupils in Wellsville, Kansas, who were identified as problem readers were taught social studies and reading following procedures which required intensive use of media. When compared with a control group, the research group was found to have made significant gains in reading.

Many of the title II projects have had, as one objective, the demonstration of good practices in reading development which could be emulated or adapted for use in other schools. The Board of Cooperative Educational Services, Rockland County,

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West Nyack, New York, developed a county model for reading instruction which included a reading supermarket for teachers who could borrow from 550 different reading materials, systems, and programs. The project director reports that the model has stimulated teachers to initiate more diverse reading programs that serve pupils according to need and that the model has been replicated in two adjoining counties.

The 19 new project descriptions in this report were supplied by ESEA title II coordinators and reading and media specialists in the Bureau of Indian Affairs and the State departments of education of Arizona, Illinois, Kansas, Maryland, Michigan, New Hampshire, New Jersey, New York, and Ohio. They range from a program for two rural, financially and culturally deprived elementary schools near Stewartstown, New Hampshire, which provides children with experiences in the best of children's literature, to an independent study program in American history at Flushing Junior High School in Flushing, Michigan.

Reports on other reading projects of all kinds funded under title II of the Elementary and Secondary Education Act may be submitted to Dr. Milbrey L. Jones, Bureau of Libraries and Learning Resources, U.S. Office of Education, Washington, D.C. 20202.

ESEA Title II
Instant Précis - Reading Projects

Title: LETTING CHILDREN READ, SUPERVISORY UNION #7, COLEBROOK, N.H.

Objective: To improve reading skills and provide opportunities for cultural enrichment

Project: Two rural schools enrolling many educationally and culturally deprived children have developed a joint project which provides children with experiences in the best of classic and contemporary children's literature. Filmstrips, books, and tape cassettes, featuring well-known children's stories from traditional folktales to modern fantasies are packaged and shipped back and forth between the two schools. Expertise in the basic skills is not neglected but ample opportunity is given for hearing, reading, and seeing the stories which find their way into the hearts and minds of succeeding generations of children.

Number of pupils served: 130 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $2,000

Evaluation: Teacher observation of pupil response

Further information: Mr. Perley Davis, Business Administrator, Office of Superintendent, Supervisory Union #7, Colebrook, N.H. 03576

Title: INDIVIDUALIZED PAPERBACK READING PROJECT, BOURGADE HIGH SCHOOL, PHOENIX, ARIZ.

Objective: To provide a paperback classroom library for an elective individualized reading English course

Project: Eighty pupils of the 10th, 11th, and 12th grades signed up for an elective English course called "Individualized Reading" in each of two semesters. They represented all levels of achievement—readers and nonreaders. Some said they wanted to have school time just to read on their own a number of paperbacks they liked. About 400 titles of current paperback novels serving a wide range of interests and written from a variety of viewpoints—Anglos, Indians, Blacks, Chicanos, Orientals, and Europeans—were assembled in a classroom library. Time was provided each afternoon for free selection and reading, without the requirement of taking quizzes or preparing papers on titles read. Conferences with the teacher were arranged to discuss pupil views on reading matter and a further reading program.

Number of pupils served: 160 private secondary school pupils

Amount from title II for materials to be loaned: Special-purpose project, $500 (books)

Evaluation: Teacher assessment of advances made in reading proficiencies of participating pupils as compared with nonparticipants; vocabulary increase; attainment of deeper reading levels; personal growth; records of choices and numbers of novels read

Further information: Rev. Alfred Puccinelli, Principal, Bourgade High School, 4602 N. 31st Ave., Phoenix, Ariz. 85017; telephone 602-939-7517

Title: INDIAN HERITAGE MATERIALS FOR SOCIAL STUDIES, BUREAU OF INDIAN AFFAIRS SCHOOLS, WINDOW ROCK AGENCY, WINDOW ROCK, ARIZ.

Objectives: To (1) implement social studies units on Indians in elementary schools for Navajo children; (2) satisfy the needs and desires of young Navajos to see, hear, and read more about their own tribe, as well as other Indian groups.

Project: Units based on Indian art, music, history, folklore, and traditions form part of a newly developed social studies curriculum for use in Bureau of Indian Affairs elementary schools in Arizona, New Mexico, and Utah enrolling Navajos. A variety of audiovisual and printed materials were chosen jointly by librarians and teachers in the schools where the materials are being used. Posters and newspapers published by tribal groups are included, and materials have broad representation of other tribes as well as Navajo. Pupils use almost all media individually and in small groups. Because of the scarcity of accurate specialized materials on Indians, the content of some printed items must be adapted and presented by the teachers.

Number of pupils served: 22,000 Navajo Indian pupils enrolled in elementary day and boarding schools conducted by the Bureau of Indian Affairs

Amount and type of title II grant: $6,800 (printed and audiovisual materials)

Evaluation: Assessment by teachers, principals, and agency specialists of the use of the materials for social studies; pupil reactions to the materials; circulation records

Further information: Ms. Farailie S. Spell, Education Specialist (Curriculum), Window Rock Agency, Bureau of Indian Affairs, Window Rock, Ariz. 86515; telephone 602-871-4083

Title: READING-RELATED MEDIA PROJECT, WASHINGTON MIDDLE SCHOOL, SPRINGFIELD, ILL.

Objectives: To (1) improve reading ability and motivate learning; (2) involve more pupils in media center activities; (3) relate media center services more closely to classroom objectives

Project: Results of tests in this school last year underscored a general lack of motivation to read or use the media center. Purchases of new materials have increased pupil and teacher desire to use the center. Because so many pupils read below grade level and are turned off by hardback books, a wealth of paperbacks offers new

horizons for those who need high interest-low vocabulary books. New equipment enables pupils to take innovative approaches to improving their reading skills, such as conducting mock radio interviews. Correlated learning activities are related to classroom projects. Pupil involvement in media teams is a stimulus for more active use of equipment and materials.

Number of pupils served: 988 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $5,000 (printed and audiovisual materials)

Evaluation: Standardized testing; attitude inventory

Further information: Dr. Earl D. Patton, Superintendent, Springfield District #186, 1900 West Monroe St., Springfield, Ill. 62704; telephone 217-525-3004; Mr. John D. Washington, Principal, Washington Middle School, 2300 E. Jackson St., Springfield, Ill.; telephone 217-525-3182

Title: FOURTH GRADE READING PROJECT, VERMILLION ELEMENTARY SCHOOL, MAIZE, KAN.

Objectives: To (1) enable problem readers to show measurable improvement in comprehension; (2) enable readers at grade level and above to show measurable improvement in comprehension, vocabulary, syllabication, and blending; (3) encourage more positive attitudes of all pupils toward reading

Project: The focus on improved reading in this school is on all pupils in the fourth grade. Planned by third- and fourth-grade teachers, the technique is that of diagnosis and prescription. Use of title II funds has made media available to children to move them toward achieving instructional goals. Media were selected by teachers and media specialists. Knowledge of the content and purposes of the various media enables staff to refer children to specific sources that meet individual interests, abilities, and needs. Planned, formal instruction in selection of media has contributed to putting pupils in touch with appropriate materials. Suggestions for sampling content, checking the reading level, and other means of judging reading materials are introduced to pupils.

Number of pupils served: 40 public elementary school pupils

Amount and type of title II grant: Basic grant, $822; special-purpose grant, $3,000 (printed and audiovisual materials)

Other Federal program assistance: ESEA title I, $10,000 for personnel

Evaluation: Pretesting and posttesting coordinated by specialist from Wichita State University

Further information: Mrs. Joyce Shelton, Principal, Vermillion Elementary School, 304 West Central, Maize, Kan. 67101

Title: IMPROVING READING-THINKING COMPREHENSION, BALES ELEMENTARY SCHOOL, MILFORD, N.H.

Objective: To obtain significant increase in reading performance

Project: This project is for pupils who need special help to acquire the perceptual and cognitive skills which are necessary for intellectual growth. Reading/learning units, which include filmstrips, slides, transparencies, texts, and individual practice materials at several levels of difficulty have been assembled. Each mini-unit pertains to a specific set of learning skills in a subject field and is directly related to basal reader content. Materials aid pupils in developing skills in concentration and a longer attention span. Pupils work with materials of various lengths and difficulty in order to learn flexibility in reading. The pupil competes primarily with himself to improve reading rate, paragraph comprehension, and vocabulary development.

Number of pupils served: 3,300 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $3,000 (printed and audiovisual materials)

Evaluation: Evaluation of pupil performance on practice materials; standardized tests; subjective judgment

Further information: Mrs. Betty Hall, Elementary Reading Supervisor, Bales Elementary School, Milford, N.H. 03055

Title: READING COMPREHENSION: THE INTERACTION OF THE WRITTEN, VISUAL, AND EXPERIENTIAL, OUR LADY OF GUADALUPE SCHOOL, FLAGSTAFF, ARIZ.

Objective: To develop comprehension skills from written, visual, and experiential materials in reading and social studies

Project: The year-long project for middle-grade pupils in a nongraded situation involves the social science and reading programs. Study prints, maps, and specialized printed materials for pupil and teacher use supplement library materials already in the school. Major concepts addressed relate to early man, notably the Indian, and the lands in which people choose to live. The concepts are applied to a regional study of Northern Arizona. Pupils work in interest centers in individualized reading programs using multiple social sciences texts in addition to the printed and audiovisual resources in the library. Field trips and speakers play an important role in the development of the concepts.

Number of pupils served: 58 private elementary school pupils

Amount from title II for materials to be loaned: Special-purpose project, $400 (printed and audiovisual materials)

Evaluation: Comprehension levels as shown by a standardized reading test; oral questioning on concepts intended as outcomes; increase of pupil interest in reading as observed by teachers and measured by circulation counts

Further information: Sister Rosalina Baldonado, Principal, Our Lady of Guadalupe School, 621 W. Clay, Flagstaff, Ariz. 86001; telephone 602-774-6251

Title: THREE THRUST READING PROGRAM, WIRTH JUNIOR HIGH SCHOOL, CAHOKIA UNIT SCHOOL DISTRICT #187, CAHOKIA, ILL.

Objectives: To (1) introduce pupils to independent study experiences; (2) stimulate and guide pupils in all phases of reading

Project: The three thrust reading program to enhance the reading attitudes of pupils in this school involves a new open media center, an expanded media program, and a pilot class for seventh-grade pupils who need remedial work in reading. The "open concept" eliminates the structured period for use of the center; pupils and teachers are encouraged to take advantage of media services spontaneously whenever the need arises. Audiovisual materials have been made available to pupils for independent study. An attractive paperback collection and special displays are two features developed especially for the remedial class.

Number of pupils served: 1,319 public secondary school pupils

Amount and type of title II grant: Special-purpose grant, $5,000 (printed and audiovisual materials)

Evaluation: Attitude survey; use of materials; pretesting and posttesting

Further information: Mr. Eugene Hamel, Principal, Wirth Junior High School, 1900 Mousette Lane, E. St. Louis, Ill. 62206

Title: FREE READING DAY ON FRIDAY, EASTERN HIGH SCHOOL, LANSING, MICH.

Objective: To encourage good reading habits and more extensive reading

Project: English classes for non-college bound pupils keep Friday open for free reading. No formal teaching occurs and pupils may read any library book or choose from a classroom collection of paperbacks selected for those who have definite reading problems. The goal--to teach pupils to read materials of all kinds, faster and with better comprehension and concentration--was at least partially met. Teachers discovered that the range of reading was wide and although some had difficulty finishing a book, most read extensively. They also learned that pupils needed the school reading time because many came from homes that lacked the proper environment for home reading. Teachers generally agreed that the program should have started much earlier in the school career of pupils and would be more effective if classes met regularly in the school media center.

Number of pupils served: 300 public secondary school pupils

Amount and type of title II grant: Basic grant, $3,600 (books)

Evaluation: Subjective assessment of teachers; evaluation of individual reading records

Further information: Miss Mildred Nickel, Library Supervisor, Lansing Public Schools, 519 W. Kalamazoo, Lansing, Mich. 48933

Title: READING - ETHNIC AND CULTURAL MATERIALS, KENT COUNTY BOARD OF EDUCATION, CHESTERTOWN, MD.

Objectives: To (1) stimulate and motivate development of desirable reading habits; (2) enable pupils to understand other cultures

Project: This project continues efforts begun under an ESEA title IV project which was designed to implement new perspectives in intergroup education. Following up a recommendation from the earlier project, title II funds are used to acquire printed and audiovisual materials—with both historical and contemporary content—that will help pupils understand other cultures and current social problems of society. The use of these media in reading and other elementary and secondary school subjects is expected to increase sensitivity to the experiences of other individuals, develop expectations of differences among people, and extend insight into different social problems.

Number of pupils served: 7,666 public elementary and secondary school pupils

Amount and type of title II grant: Basic grant, $6,986 (printed and audiovisual materials)

Evaluation: Records of use of materials; subjective assessment of teachers

Further information: Mrs. Francis W. Miller, Coordinator of Federal Programs, Kent County Board of Education, 400 High St., Chestertown, Md. 21621; telephone 301-778-1595

Title: LIBRARY/MEDIA PROJECT, WHITTIER ELEMENTARY SCHOOL, PONTIAC, MICH.

Objectives: To (1) change attitudes toward learning; (2) improve reading and other language art skills

Project: Pupils with minimal interest and skill in reading are motivated to use reading as a tool through the use of original games introduced with related literature, purposeful reading of advertisements, and experiences with catalogs and telephone directories. Games are housed in the media center and may be borrowed for classroom use. The librarian found that some children progressed faster and showed more interest when filmstrip reading was prescribed as an initial activity. Taping story lines for books without words followed by writing stories from the tapes and reading aloud sparked interest, increased reading vocabulary, and improved communication skills for some children.

Number of pupils served:	414 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $706 (printed and audiovisual materials)
Other Federal program assistance:	Integrated with programs funded under ESEA title 1 and NDEA title III
Evaluation:	Program involves use of measurable instructional objectives; subjective evaluation of pupil effort, initiative, behavior, and attitude; standardized tests; individual pupil folders for daily graphs, checklists, and skills information
Further information:	Jimmie Keel, Principal, Whittier Elementary School, 600 Motor, Pontiac, Mich. 48053

Title:	OPERATION STEP-UP, SS SIMON & JUDE ELEMENTARY SCHOOL, PHOENIX, ARIZ.
Objective:	To increase reading performance in language arts, science, social studies, and mathematics
Project:	About 75 third-grade underachievers of normal or higher ability were selected to use multimedia materials to improve their reading performance, as well as to increase their achievement in science, social studies, and mathematics. Books, study prints, disc and cassette recordings, filmstrips, and multimedia kits were selected by the school librarian, the cooperating teachers, and the principal, in consultation with staff of the Washington School District and the Diocesan Office of Education. Pupil activities include reading, viewing, listening, writing, testing, playing related games, retelling, and dramatizing. Trained teacher aides assist pupils individually in their use of materials in an area adjoining the library. Staff involved have received inservice training in using instructional materials of all kinds in the reading, science, social studies, and mathematics components of the special program and in evaluation.
Number of pupils served:	75 private elementary school pupils
Amount from title II for materials to be loaned:	Special-purpose project, $1,100 (printed and audiovisual materials)
Evaluation:	Pretesting and posttesting in reading, science, social studies, and mathematics of experimental and control groups
Further information:	Sister M. Bridget, Principal, SS Simon & Jude Elementary School, 6341 North 27 Ave., Phoenix, Ariz. 85017; telephone 602-242-1299

Title:	READING - A SPECIAL SUMMER PROJECT, ALLEGANY COUNTY BOARD OF EDUCATION, CUMBERLAND, MD.
Objective:	To encourage reading during the summer months

Project:	A summer reading program has been initiated in two junior and two senior high schools as an extension of the special reading program provided for disadvantaged pupils during the regular school terms. School media centers are open for the summer vacation period and staffed by high school pupils. Because so many pupils read below grade level and feel threatened by hardback books, the reading materials already available have been supplemented by contemporary paperback books, chosen to offer interesting reading for pupils who need high interest, low vocabulary books.
Number of pupils served:	4,602 public secondary school pupils
Amount and type of title II grant:	Basic grant, $2,000 (paperback books)
Other Federal program assistance:	Neighborhood Youth Corps
Evaluation:	Subjective evaluation of pupils; analysis of individual reading records
Further information:	Mr. James E. Kelly, Jr., Federal Coordinator, Allegany County Board of Education, 108 Washington St., Cumberland, Md. 21502; telephone 301-722-6695

Title:	WEST DOVER DOVER ELEMENTARY SCHOOL, WEST DOVER, N.J.
Objective:	To improve the quality and extent of instruction
Project:	Expansion of the media collection in this elementary school through the addition of sound filmstrips, books with accompanying records, captioned film strips, and 8mm film loops has improved the capacity to give students optimum opportunities for enrichment experiences in literature and other subject areas. Listening and viewing centers for individuals and small groups have been established in classrooms. Media selections are made by school faculty who are also involved in planning for maximum utilization of media. Flexible scheduling for media center use and interesting displays of media related to both extracurricula interests and classroom activities are further encouragements for improved reading and learning.
Number of pupils served:	750 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $15,000
Evaluation:	Analysis of standardized reading test scores; pupil-teacher-parent conferences on reading accomplishments
Further information:	Mr. Donald Defibaugh, Principal, and Mrs. Rochelle Kamsar, Librarian, West Dover Elementary School, Blue Jay Drive, Toms River, N.J. 08753; telephone 201-341-9200, ext. 22

Title:	BETTER LATE THAN NEVER, SAND CREEK COMMUNITY SCHOOLS, SAND CREEK, MICH.
Objective:	To provide time and motivation for reading
Project:	A volunteer reading class (no prerequisites) for enjoyment purposes only, attracted 47 pupils in this school. Pupils were assigned broad categories to assure well-rounded reading but made their own selections. No tests were administered; grades were given on the basis of the variety of subject matter and number of books read. Attitude surveys given at the beginning and end of the course showed more positive feelings toward library use and on expanded interest in reading. In certain instances, pupils made dramatic progress from selecting and reading very simple books to choices of more challenging subject matter.
Number of pupils served:	47 public secondary school pupils
Amount and type of title II grant:	Basic grant, $421
Evaluation:	Attitude survey; subjective assessment by teachers
Further information:	Don M. Harlan, Superintendent, Sand Creek Community Schools, Sand Creek, Mich. 49279; telephone 313-436-3121

Title:	SECONDARY SCHOOL READING PROJECT, BOARDMAN LOCAL SCHOOLS, MAHONING COUNTY, YOUNGSTOWN, OHIO
Objective:	To develop a comprehensive secondary school reading program of remediation and development
Project:	Secondary school reading program components in this school include individualized instruction in the reading laboratory and an effort to correlate reading instruction with teaching and learning in the content fields. Informational books well within the comprehension of marginal readers and at many different reading levels are available for pupils to use in connection with classroom units of study. These materials and a diversity of other media are loaned through an Independent Resource Reading Center which is an extension of the reading laboratory.
Number of pupils served:	600 public secondary school pupils
Amount and type of title II grant:	Special-purpose grant, $49,709 (printed and audiovisual materials)
Evaluation:	Standardized testing; subjective judgment of teachers
Further information:	Mr. Grant Kibbel, Superintendent, Boardman Local Schools, Mahoning County, 7410 Market Street, Youngstown, Ohio 44512

Title:	IDENTIFICATION AND PREVENTIVE TREATMENT OF POTENTIAL READING DISABILITY, NESS CITY ELEMENTARY SCHOOL, NESS CITY, KANS.
Objective:	To establish procedures for identifying and treating potential reading problems
Project:	A team effort among teachers, administrators, and reading and media specialists is used to identify primary grade (K-3) children who may experience problems in learning to read. Staff will then prescribe materials and equipment that will enable beginning readers to experience a sense of accomplishment and realize that reading can be fun. Selection of materials has focused on content as well as reading level and emphasizes what children are interested in today. Games, toys, recordings, and filmstrips are added resources for individualized teaching and learning.
Number of pupils served:	120 public elementary school pupils
Amount and type of title II grant:	Basic grant, $727; special-purpose grant, $3,000
Other Federal Program assistance:	Integrated with programs under ESEA title I ($2,515) and NDEA title III ($2,238)
Evaluation:	Pretesting and posttesting
Further information:	William Janssen, Principal, Ness City Elementary School, Ness City, Kans. 67560; telephone 913-798-2222, ext 2

Title:	IMPROVING READING AND DEVELOPING ANALYTICAL SKILLS, PORT JEFFERSON PUBLIC SCHOOLS, PORT JEFFERSON, N.Y.
Objectives:	To (1) install a reading program for marginal readers; (2) develop analytical skills; (3) improve learning environment and pupil motivation
Project:	This project implements recommendations of a school committee which found major school problems to be lack of emphasis on developing analytical skills and small concern for the marginal reader. The symptoms of these weaknesses were identified as student apathy and negative feeling toward learning. Although a remedial reading program was instituted, the impact was not felt schoolwide. A broader approach is being made in sophomore English classes where teachers have developed a course of study with a large dependence on audiovisual media. These media will be increasingly used to introduce relevant reading material and encourage pupils to have contact with books to spur them on to reading enjoyment. The other program component—developing thinking and analytical skills—is approached through a new course, American Civilization, a survey of major social, economic, and political events as they have developed in this country. Class discussions and projects give practice in the critical skills of identifying fact and opinion, judgments, supporting evidence, individual points of view, and understanding generalizations.

Number of pupils served:	1,300 public secondary school pupils
Amount and type of title II grant:	Special-purpose grant, $44,400
Evaluation:	Reading test scores; achievement in subject area; subjective judgment by teachers; pupil opinion
Further information:	Joseph M. Thom, High School, Librarian, Port Jefferson Public Schools, Belle Terre and Stony Hill Roads, Port Jefferson, N.Y. 11777

Title:	APPROACH TO AMERICAN HISTORY, FLUSHING JUNIOR HIGH SCHOOL, FLUSHING, MICH.
Objective:	To provide an independent study approach to American history
Project:	American history has become an independent study class in this school. At the beginning of each unit of study, pupils select from a list of options the manner in which they wish to obtain credit. The options are varied and include use of films and filmstrips; map work; posters, sculpture, and political cartooning for creative pupils; small group seminars; games, crossword, and other word puzzle options; use of early 20th century newspapers; and research reports. Pupils earn a variable number of credits, based on how much they can accomplish. The options provide enough variety to capture many different interest and ability levels and call for considerable reading and historical research.
Number of pupils served:	484 public junior high school pupils
Amount and type of title II grant:	Basic grant, $1,074 (printed and audiovisual materials)
Evaluation:	Teacher-pupil conferences; quality of work on projects
Further information:	Mr. Robert Pobuda, Assistant Superintendent for Curriculum and Guidance, Flushing Community Schools, 522 North McKinley Rd., Flushing, Mich. 48433

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